Japanese Language Education for the Global Citizen

社会・コミュニティ参加をめざす
日本語教育

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Questions 問題提起

Japanese language education (JLE) does not exist in isolation.

• JLE has been influenced by the sociocultural and historical milieu. Japanese language education tends to precede the related fields, the university, and communities.

• Can JLE influence the sociocultural and historical milieu in which it is located?
This Talk

1. Japanese Language Class and Sociocultural Milieu
   – History of Japanese Studies and Japanese Language Education in the U.S.
   – University’s Mission in the Global Era
   – Paradigm Shift in the Foreign Language Education

2. Language Education for the Global Citizen
   – Projects

3. Conclusions
History of Japanese Studies and Japanese Language Education in the U.S. (Steinhoff 2013)
アメリカにおける日本研究と日本語教育の歴史

1. **1950-60s: Language and Area Studies**
   – the U.S. Military Intelligence Services founded its own specialized language school

2. **1970s- 80s: Economic Competition**
   – the rise of the Japanese economy

3. **1990-Current: Cultural Studies**
   - the top three reasons students study Japanese (Japan Foundation 2011).
     - interests in Japanese language
     - communication
     - to gain knowledge on *manga* and *anime*
Mission Statements in the Global Era

• Princeton in the Nation’s Service and in the Service of All Nations (Princeton University)

• Leverage our environment to connect students, staff, alumni, industry and the community to create sustained opportunities for collaborative learning, innovative research and enduring relationships. (University of Technology, Sydney)

• Community engagement: Be a valued partner with key communities (University of South New Wales)
Paradigm Shift in the Foreign Language Education

Views on Language Learning

1. Psychometric Approach
   - Treat language and culture rather as a static and uniform entity.
     • master the language structure accurately before using the language in a “real” situation

2. Sociocultural Approach
   - Knowledge on language & culture, the actual use of language, and a learner’s identity are all influencing each other.
   - Treat language and culture as a dynamic, diverse, fluid, and organic entity.
     • Leaning by using language
How to Set Goals for Japanese Language Program

日本語プログラムの目的・目標設定

What Teachers & JLP Program Want to Teach

Learners’ Needs

Demands of Departments, Schools, & Societies
Language Education for the Global Citizen
社会・コミュニティ参加をめざすことばの教育
このせいかつ ざんねんさんにん

- http://www.youtube.com/watch?v=7Fa_M8SxLVI
Language Education for the Global Citizen
社会参加をめざすことばの教育
(Sato & Kumagai 2011)

The Goals of Language Education

– To teach/learn the ‘standard’ form of a language (and culture);
– To become able to act on/participate in the communities (社会・コミュニティ) as a member using language

• What are Communities?
  – Communities are fluid and multi-layered.
  – People can belong to, shift within, or create multiple communities.

• What is Language?
  – A language vs. Metrolingualism (Otsuji & Pennycook 2010)
  – Multimodal Aspects (e.g., tone, facial expressions, body movement; use of visual info., sounds, space, etc.)
What is meant by “act on/participate in the community”?
「社会・コミュニティ参加をする」とは？

1. Learn rules and norms (e.g., customs, values, behavior patterns) of the communities
   規則を学ぶ

2. Examine the rules and norms critically
   批判的に分析する

3. Make an effort to maintain or transform the rules if necessary through negotiating with others in the community
   受け継ぐ、変革する

4. Take responsibility as a member of the communities
   メンバーとしての責任を担う

Act on/Participate in the community
5 Key Principles for Language Education for the Global Citizen  5つのキーポイント
(Sato & Kumagai 2011)

1. Self-Actualization/Personal Goal
   自己実現

2. Individual Interest
   興味

3. Content
   内容

4. Context
   文脈

5. Diversity
   多様性
1. Supporting Students’ Self-Actualization/Personal Goals 

• Redefine Learning as a means to achieve a personal goal (i.e., self-actualization)

• Create opportunities in curriculum for learners to think about questions such as:
  – ‘What do I want to do with this language?’
  – ‘What kind of a language user I want to become?’
  – ‘Why and with whom do I want to communicate using this language?’

• Set own short-term and long-term learning objectives
2. Nurturing Students’ Individual Interests 興味

• Provide an opportunity for learners to explore and further their own interests
• Position learners as agents of their own learning (學習者主体)
• Nurture students’ individual, diverse interests →‘Project-based’ language learning (e.g. Beckett & Miller 2006)
3. Integrating Content and Language Learning 内容

- Overcome the schism between lower level ‘language-focused’ curriculum and upper level ‘content-focused’ courses
- Reconsider the dichotomy between ‘language’ and ‘content’
- Integrate ‘content’ into language learning from the beginning stage of language learning

→ Content-based language learning (e.g., Brinton, Snow, & Wesche 1989)
4. Emphasizing the Context of Language Use 文脈

- Experience/understand different contexts call for different language uses (e.g., styles; use of ひらがな, カタカナ, 漢字; choice of vocabulary, etc.)
- Become aware of the *multimodal aspects* (e.g., tone, facial expressions, body movement; use of visual info., sounds, space, etc.) in both oral and written communication
- Learn to use the “appropriate” multimodality in order to best communicate own messages/intensions
5. Understanding Diversity 多様性

- Recognize and respect the “diversity” that exists in any group/community
- Problematize static, stereotypical, monolithic, and essentialized representations of language, culture, and society
Language Education for the Global Citizen

社会参加をめざすことばの教育

(Sato & Kumagai 2011)

Steps:

1. 観察
   Observe the language use in real life settings

2. 分析
   Analyze the language use and content critically

3. 意見交換
   Exchange opinions with various people

4. 多様性認識
   Recognize that different kinds of interpretations exist

5. 規範と比較
   Compare norm and actual use; Realize that norms are often arbitrary

6. 関わる
   Relate to communities creatively using the language
社会参加をめざす日本語教育
（佐藤・熊谷2010）

ステップ

1. 実際に用いられている言語に触れる
2. 言語の使用、内容などを分析する
3. 様々な人と意見交換をする
4. 多様な理解、解釈が存在することを確認する
5. 言語の規範と実際の使用を比べ、規範の恣意性、信憑性などを考えて考える
6. 実際に言語を使って創造的に社会に関わる
Language Education for the Global Citizen
社会参加をめざすことばの教育
(Sato & Kumagai 2011)

Projects

• Beginning Level
  • TV/UStream Project
  • Katakana/Orthography Project

• Advanced Level
  • Global Issue Project
  • Thinking about My Future and Japanese Language Learning Project
Video Project

Princeton University Introduction

- http://www.youtube.com/watch?v=r6s5Xjxckqo
Katakana/Orthography Project
カタカナ日本の文字プロジェクト
(Sato & Kumagai 2011)

Objectives

• **Explore** various uses of Katakana.
• **Observe** how Japanese textbooks explain katakana and think about why those textbooks explain katakana in such manners.
• **Produce** literary works using various Katakana expressions.
Katakana/Orthography Project
(Sato & Kumagai 2011)

Procedure

1. **Understand the manners** in which Japanese textbooks explain katakana.

2. **Gather various katakana expressions** and think of the ways in which the various katakana expressions could be categorized. Consider what kinds of effects and purposes there are in writing in katakana.


4. **Think about why** the textbooks explain katakana in such manners.

5. **Produce literary works** (such as 俳句、川柳, manga, or stories) using katakana. Appreciate the classmates’ literary works and choose the best work.
Katakana/Orthography Project
5 Key Principles for Language Education for the Global Citizen

1. Self-Actualization/Personal Goal
   自己実現

2. Individual Interest
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5. Diversity
   多様性

(Sato & Kumagai 2011)
Steps:

1. Observe the language use in real life settings
2. Analyze the language use and content critically
3. Exchange opinions with various people
4. Recognize that different kinds of interpretations exist
5. Compare norm and actual use; Realize that norms are often arbitrary
6. Relate to communities creatively using the language

Language Education for the Global Citizen
社会参加をめざすことばの教育 (Sato & Kumagai 2011)
Global Issue Project
社会に関わろうプロジェクト
(Sato & Hanabusa 2011, Nishimata, Kumagai, & Sato, in writing)

Objectives

By using Japanese, get involved in social and global issues

• **Gather** information by reading, listening, or watching,

• **State and exchange** opinions

• **Interact** (関わる) with the (actual) world and society actively as well as critically
Global Issue Project
(Sato & Hanabusa 2011, Nishimata, Kumagai, & Sato, in writing)

Procedure

1. Choose a social issue that interests you and create a vocabulary list

2. Submit the outline and revise the outline based on the comments made by:
   - Class instructor (individual meeting)
   - TAs (native speakers of Japanese)
   - Classmates
Project Outline
(Questions originally in Japanese)

1. What is a social or global issue that interests you?

2. What is the relationship between the issue and you? Why are you interested in it? Why is it important for you?

3. What messages would you like to convey? What is the significance of your conveying this message in Japanese?

4. In order to convey your message, which media do you think would be effective? Why is the media you choose suitable?

5. What do you think should be done in order to solve the social or global issue you chose? What are some of the actions you could take by using Japanese?
Global Issue Project
(Sato & Hanabusa 2011, Nishimata, Kumagai, & Sato, in writing)

Procedure

1. Choose a social issues that interests you and create a vocabulary list

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   - Class instructor (individual meeting)
   - TAs (native speakers of Japanese)
   - Classmates

3. Create final evaluation criteria
Global Issue Project
(Sato & Hanabusa 2011, Nishimata, Kumagai, & Sato, in writing)

Evaluation Criteria for the Final Project

1. **Language:** Grammar, chinese character etc.
2. **Design:** Photos, design etc.
3. **Content:** Theme, structure, flow, interesting, easy to read, new information etc.
4. **Awareness of the audience:** Consideration for the audience, what are the merits to the readers?
5. **Originality and creativity**
6. **Acceptance of comments from others**
Global Issue Project

(Sato & Hanabusa 2011, Nishimata, Kumagai, & Sato, in writing)

Procedure

4. Submit a draft of the project two or more times (2 individual meetings)

5. Present the final project on the blog

6. Think about what you should do to make the target audience read/watch your project and execute the action

7. Read the blogs and exchange comments and opinions on the blog

8. Take actions to solve the problem

9. Final evaluation
ペットショップに行く時子犬はどこから来たか考えたことがありますか？みなさんペットショップの子犬は何種類もいて元気そうに見えますが、実はペットショップに売られて来る大部分はパピーミルから来ました。パピーミルというのは、大々的な犬をだてる場所です。この犬に対して、低水準な状況で飼われ、慢性病や先天的な奇形になっている犬が多いです。これは、動物愛護のグループにとって大変なことです。
どうか、このサイトを見て、ペットをひきとって幸せにして下さい！

日本のパピーミルについてブログ：
http://nekoniyoasete.com/6welfare_info/puppy_mill_top.htm

アメリカのパピーミルを防ぐサイト：
http://www.unitedagainstpuppymills.org/
http://stoppuppymills.org/
http://www.peta.org/

日本のアニマルシェルター：
http://www.lifeboatjapan.org/
大学・院生のヤマダと申します。パピーミルのことは、こちらのブログ記事で初めて知りました。
ペットショップの小さな檻にいれられた子犬や子猫を目にすると、 「かわいい」という気持ちだけでなく、 「かわいそう」と感じることがありました。
「この子たちは、どこから来るのだろう」と疑問に思う人も少なくな り近は、犬やネコの種類、値段と一緒にブリーダーの名前や顔写真を檻の前に表示しているところもあるようです。
ペットを取り巻く状況について直視することは勇気がいるようにも思いますですが、 「かわいい」「かわいそう」等という一時的な感 情だけでなく、まずは「知ること」ですねー。
その上で、責任をもって判断することが大事だなと思いました。 ありがとうございました。 勉強になりました。
ヤマダさんへ、
初めまして！エイミーと申します！
私のブログを読んでくれてありがとうございます。私も子犬と子猫を目にする時子たちはかわいそうな生物だと思います。ブリーダーの名前や顔写真を檻の前に表示しているところはアメリカにはぜんぜん見たことがありませんでした。それはつばらしいアイディアだと思います。でも、ペットショップへ行く時いつもブリーダーについてよく本当のことを言いません。
Global Issue Project

Ocean Pollution

- http://www.youtube.com/watch?v=u1hPpYAOi7g
5 Key Principles for Language Education for the Global Citizen  5つのキーポイント
(Sato & Kumagai 2011)

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自己実現

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Language Education for Global Citizens
Language Education for the Global Citizen
社会参加をめざすことばの教育
(Sato & Kumagai 2011)

Steps:

1. Observe the language use in real life settings
2. Analyze the language use and content critically
3. Exchange opinions with various people
4. Recognize that different kinds of interpretations exist
5. Compare norm and actual use; Realize that norms are often arbitrary
6. Relate to communities creatively using the language
Thinking about My Future and Japanese Language Learning Project
見つめ直そう自分の将来と日本語プロジェクト
(Sato & Shibata 2014)

Objective

• Think about
  – what aspect(s) of Japanese language proficiency you would like to improve (and how)
  – your future goal, and
  – your contributions to the community that you (would like to) belong.

• Integrate the above three while doing the project.
Thinking about My Future and Japanese Language Learning Project

Procedure

1. **Set goals** for the following three criteria:
   1. Japanese language proficiency,
   2. your future, and
   3. your contributions to the community that you (would like to) belong.

2. **Find, engage in, and contribute to a community** by making the most of your own background.

3. Have **peer group discussions and individual consultations** with the instructor to **discuss the development of your project.**
Thinking about My Future and Japanese Language Learning Project

Topics

1. Language Exchange
   - Japanese vs. English
   - Japanese vs. Korean

2. Opinion Exchange
   - East Asian Politics
   - Animal Protection
   - Japanese (Traditional) Music
   - Nuclear Power Plants

3. Community Involvement
   - Children’s Book Reading Club
Assessment

1. Can Do Statement
2. Individual Consultation with the Instructor
3. Mid Report
4. Final Report & Speech
Thinking about My Future and Japanese Language Learning Project

Case Study 1: Eva Chu

• Sophomore & Electrical Engineering Major
• Taiwanese American from California
• Diligent, Shy

• She would like to share the enjoyment of (Japanese) language learning with others.
Thinking about My Future and Japanese Language Learning Project
Thinking about My Future and Japanese Language Learning Project

1. Read the children’s book that she wrote when she was a high school student
2. Create a children’s book with local high school students and read at the children’s book reading club
青い空
Thinking about My Future and Japanese Language Learning Project

1. Read the children’s book that she wrote when she was a high school student
2. Create a children’s book with local high school students and read at the children’s book reading club
3. Read internet articles about science and technology
『くさる』 なかのひろたか
Can Do Statement (Original in Japanese) (Full Score: 3)
1. Content
(1) I can create a children’s book with other students of Japanese. 3
(2) I can talk about why I am studying Japanese. 3
(3) I can cooperate with others to realize the plan that I created. 3

2. Contribution to the Community
(1) I can read children’s book to children at the book reading club. 3
(2) I can show the children’s book and share the enjoyment of Japanese and Japan. 2
(3) I can answer questions from high school students about college Japanese learning. 3

3. Japanese Proficiency
(1) I can speak Japanese more naturally than before. 2
(2) I can explain about my project in Japanese. 3
(3) I can write polite email messages in Japanese. 3
目標 (can do statement) (3点満点)
1. プロジェクトの内容について
(1) 他の日本語の学生と一緒に絵本を作ることが出来る。3
(2) 日本語を勉強している理由などについて話すことが出来る。3
(3) 自分が作成した計画を実現できるように他の人と協力する。3
2. コミュニティーへの貢献
(1) 〇〇図書館のおはなし会で子供に日本語で絵本を読むことが出来る。3
(2) 完成した絵本を皆に見せて、日本や日本語の面白さを伝えられることが出来る。2
(3) 大学で日本語を勉強することについて、高校生からの質問に答えることが出来る。3

3. 日本語力
(1) 前より自然に日本語で話すことが出来る。2
(2) 企画を日本語で他の人が分かるように説明できる。3
(3) メールを書く時、失礼じゃない日本語で書くことが出来る。3
コミュニティからのコメント

お話会への影響

• メンバーの意識が内側から外側に向ける事が容易になりました。チューさんの活動のお陰で、○○高校の学生さんも巻き込んで！の○○のコミュニティに根付いた活動をより積極的に考えられる様になりました。○○図書館からも、多くの外国語おはなし会の中でも日本語が重要な位置づけとして認め頂き、具体的には図書館の日本語本を充実するため、金銭的援助も優先的にして頂ける様になりました。
コミュニティからのコメント

お話会メンバーへの影響

・『読む、話す』と『伝える』事の違いと難しさを、改めて感じました。チューさんの自作絵本の言葉の手直しをお手伝いさせて頂きましたが、作った話をおはなし会に来て下さるお子さん達の年齢層に合わせた物に書き直す事や、意味やストーリーの流れをわかり易くするための言葉選びが大変難しく、私の勉強にもなりました。また読むときの抑揚についても『何を伝えたいか』をはっきりさせせる事で、必要なエネルギーをコントロールしながら使う。その為には言葉だけでなく、日本語特有の『行間を読む』経験も読み手として大切だとも、改めて感じました。
コミュニティからのコメント

子どもたちへの影響

• 若い方の参加はそれ自体が、もう子供達に良い影響を与えていると思います。チューさんの自作自画のオリジナル絵本は、ストーリーを考え、それを持ち、それを字や絵に表現するのは難しい作業ですので、子供達に夢や可能性を与えて下さったと思います。

お話しの後に自作絵本からの『ぬりえ』を用意して下さったり、絵を書いたりと、最後のフォローまでしっかりと考えて下さって、『読み手からの一方通行』では無く、『共に分ち合う作業』までして下さった事は大変嬉しく感じました。お陰さまで、子供達は皆チューさんの事を今も覚えてくれています。
Comments from the Community

Influence to the Book Reading Club

• We can now easily move our members’ attention from inside to outside the community. Thanks to Chu-san, we can now think about community involvement project more positively such as involving Hampton high school students. Our book reading club activity received acknowledgement from the town library. More specifically, we received aid to expand our Japanese children’s book collection.
Influence to the Community Members

• I remember the difference (and its difficulty) between read aloud a book and convey the meaning. I helped Chu-san revise her children’s book, but it was very hard to choose age appropriate words and expressions. It was also difficult to select words to make story line easier to understand. I learned a lot from this process.

• Also regarding intonation when reading, we need to control our energy while thinking about what we would like to convey. In order to do this, I feel that not just words but also reading between lines are very important.
Comments from the Community

Influence to the Children

• **Young people’s involvement itself gives a good influence to the children.** Because it is a hard work to create her own story and express it using language and drawing, I think Chu-san’s original children’s book gave a dream and future possibility to the children. After the book reading, she prepared “ぬりえ” and activity to draw a picture from the book, she thought about the follow-up activity, which was not one direction from the book reader but both directions to share the experience. Because of this our children still remember Chu-san.
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5. Understanding Diversity 多様性

- Recognize and respect the diversity that exists in any group/community
- Problematize static, stereotypical, monolithic, and essentialized representations of language, culture, and society
  - Politics of diversity (difference & the sameness)
  - Is recognizing and respecting diversity enough?
  - We sometimes need to accomplish something together using language
Conclusions 結論

Japanese language education (JLE) does not exist in isolation.

• JLE has been influenced by the sociocultural and historical milieu. Japanese language education tends to precede the related fields, the university, and communities.

• JLE can influence the sociocultural and historical milieu in which it is located.
How to Set Goals for Japanese Language Program

日本のプログラムの目的・目標設定

What Teachers & JLP Program Want to Teach

Learners’ Needs

Demands of Departments, Schools, & Societies
Conclusions  結論

A new vision such as the Japanese language education for the global citizen can only be realized by closer and frequent dialogue and collaboration between the Japanese language program, Japanese studies and related academic fields, the university, the surrounding communities and the global community.
Princeton Japanese Pedagogy Forum (PJPF)
プリンストン日本語教育フォーラム

• May 9-10, 2015 (tentative)
• Check the PJPF website:
謝辞

• 社会・コミュニティ参加をめざす日本語教育
  – 熊谷由理
• ユーストリーム生中継プロジェクト
  – 纐縛憲子
• 社会に関わろうプロジェクト
  – 熊谷由理、繋縛憲子、西俣美由紀
• 見つめ直そう自分の将来と日本語プロジェクト
  – 柴田智子
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西俣・熊谷・佐藤（執筆中）『社会参加をめざす日本語教育:実践編（仮題）』
ココ出版


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研究、教育実践のネットワークを広げるためにFacebookもしています！